Tools for Engagement Part 2 of 2

Tools
for
Engagement

Managing Emotional States
for Learner Success
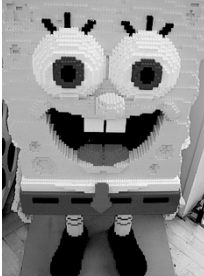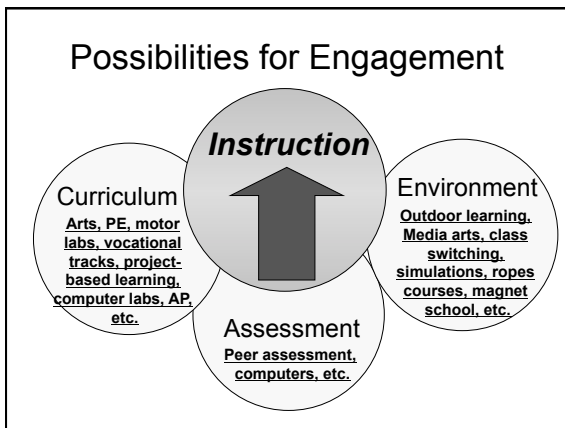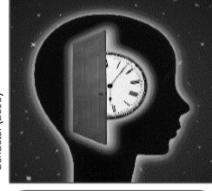
Eric Jensen

Agenda for Part 2
Here's what you can expect today…

- Review
- Critical theory
- More Secrets to Engagement
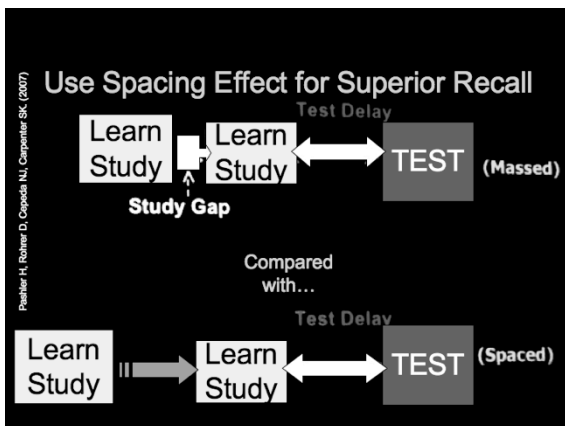- Great ideas (until we drop)
- Consolidate your learning

Possibilities for Engagement

Instruction

Curriculum
Arts, PE, motor labs, vocational tracks, project-based learning, computer labs, AP, etc.

Environment
Outdoor learning, Media arts, class switching, simulations, ropes courses, magnet school, etc.

Assessment
Peer assessment, computers, etc.

Memories are Malleable

Schacter (2003)

Memory is not a thing, but an ongoing process.

It can be easily improved through better teaching and learning strategies.

This discovery means that memory is neither fixed nor permanent.

Time for brief consolidation!

Pashler H, Rohrer D, Cepeda NJ, Carpenter SK (2007)

Use Spacing Effect for Superior Recall

Test Delay

Learn Study | Learn Study → TEST (Massed)

Study Gap

Compared with…

Test Delay

Learn Study | Learn Study → TEST (Spaced)

Why Engagement?

- 90% of secondary classroom discipline issues are from just 3 things:

  1) lack of e_____ 2) students don't feel valued or sp_____ 3) perception by students that the content is ir_____.

- When students act out or act apathetic, roll up your sleeves and jump in with tools from this program. Stop blaming students… The main reasons they're in school are that their friends are there and it's the law.

Review

1. States rule classroom beh_____. (T/F)
2. Continuous (vs. on/off) engagement is best. (T/F)
3. States rule student learning. (T/F)
4. What are the 6-steps for giving directions?
5. Whose state matters the most - the kids or yours?
6. What have you tried since last session, and what happened? (name 1-2 things)

Last time we reminded ourselves that engagement NEVER works in a vacuum; the class climate matters!
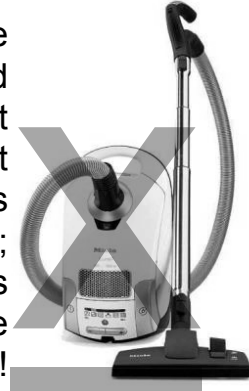
Successful Engagement is Based on These "Big Three" Essential Rules

STOP

1. Respect
   You show res_____ _____ give it to you. You cannot _____ respect, *only earn it.*
2. Relationship
   Show _____ _____ about them, first, *before* they'll _____about you.
3. Hope and Growth Mindset
   You must never, ever, give up on them; they'll sense it and _____ _____ on you, too.

Skills Matter, But What <u>Affect</u> Will Ensure Academic Success?

1. **Hope** to fuel long-term effort (they must feel the *end poi____* is <u>pos_____</u>)

2. **Growth mindset** (belief that *the pro___* is p_____ and desirable)

Key Factors that Foster Hope

1. Supportive Rel_____
2. Skill-b_____
3. Pos_____R_____ models
4. Af_____ by Authorities
5. Setting and getting _____
6. Compelling personalized v_____
7. Perception that it's getting b_____
8. Faith and pictures of those who m____ i__
9. Do ser_____ wo_____ as a class

How to Fuel the *"Growth Mindset"*

• Affirm effort, not talent. ("I like how your h_____ w_____ paid off!")
• Teach students that the brain is ma_____, it can change through efforts and IQ is not fixed.
• Tell and assign s_____ stories about those who overcame obstacles through effort and strategy, not through genetics or family connections.

Key Factors that Develop the Critical Growth Mindset

1. Value of e_____ is more important than "talent."

2. The process of learning is as, or more, important than the _____.

3. Learning from m_____ is critical.

4. Stop labeling kids as "s_____" or "bri_____"; instead acknowledge only the students Martin Seligman e_____, st_____ or at_____.

"It's all about the

STATES

you read, manage and engage that matters."

Time for strengthening of the BIG IDEA that

# "STATES"

are the key
to engagement!

Review on States

1. States are composed of _____ and _____.
2. States last for _____; moods can last for _____.
3. States include the 6 basic _____ of fear, joy, surprise, disgust, sadness and _____.
4. States typically (but not always) _____ to other states.
5. The best teachers catch _____ states before things get _____.
6. All behaviors are _____ dependent.

---

7. There is no such thing as unmotivated _____, only learners in _____ states.

8. More states are _____ to learning than are supportive.

9. If you don't like the state you are seeing, then you can _____ _____.

10. All meaning-making and memories are _____-dependent.

---

11. The most important state in the classroom is _____ _____.

12. Pay attention to open and _____ states in your learners.

13. Ultimately, empower your learners to manage their _____.

14. Once you learn how to influence s_____ you can influence _____.

15. Before you get a behavior change, you'll want to get a _____ change first.

Do You Think Students Need MORE Content Per Minute? How about more content per day? Not true. They need targeted purposeful instruction, then time to process it.
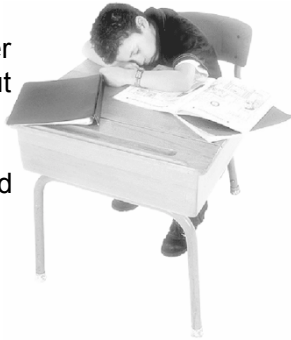
Why Not Lecture 100% of the Time?

What Limits Input to Student's Brains?

1. Glucose available (learning uses it quickly)
2. Protein recycling (time *off* task needed)
3. Working Memory (1-4 chunks or points max.)
4. Attentional limits (use student age in minutes)
5. Synaptic Adhesion (needs 15-60 min.)
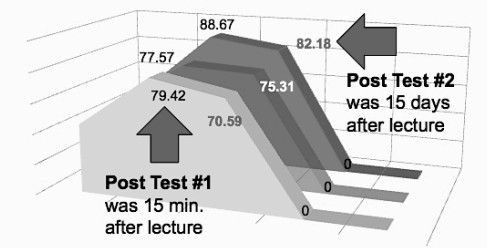**6. Hippocampus** (overload = "overwrites")

Effects of Various Lecture Densities on Student Achievement at University Science Class

- Experiment: 3 lectures, 50 min. each by same instructor, using the same 50% base of info. Details added to groups 1 and 2.
- **#1 Group: High Density** (new information 90%, w/ 10% review time)
- **#2 Group: Medium Density** (70% new information, with 30% of time for review)
- **#3 Group: Low Density** (50% new information, 50% of time for processing and review)
- **Conducted at UTSA**, with technical information

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Students Retain More with Low Density Lecture Than with High Density, Even 15 Days Later

88.67
77.57
82.18
79.42
75.31
70.59

Post Test #2 was 15 days after lecture

Post Test #1 was 15 min. after lecture

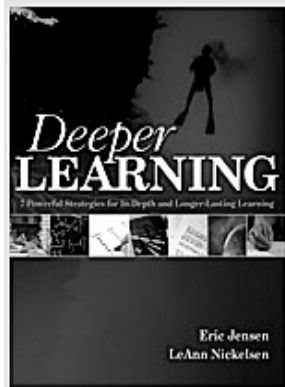|	Pretest	Post Test #1	Post Test #2		
#1-HIGH	45.46	79.42	70.59		
#2-MED	47.35	77.57	75.31		
#3-LOW	48.71	88.67	82.18		

Manage the Ratios!

Keep student content input at 50% *or less* of the total time. Use the remainder for pre-testing, elaboration, feedback, settling time and recall.

OUTPUT >51%
INPUT < 49%
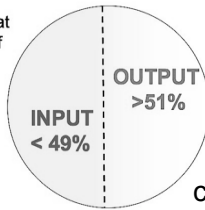
Tired of re-teaching? Brains need time to make sense of the content, then develop its meaning, make connections and consolidate for long-term memory.

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Even More Highly Engaging Activities for Grades 4-8
(10-45 min. ea)

Deeper **LEARNING**
7 Powerful Strategies for In-Depth and Longer-Lasting Learning

Eric Jensen
LeAnn Nickelsen

Today's BIG IDEA

It's all about

HOW

you use your *understanding* of states and engagement so that you can begin to develop your own amazing toolbox.

Template OR Strategy?

✔ A Strategy gets old. The strategy should go into the bigger box labeled "template."

✔ A Template provides generative novelty. Teachers can create new strategies, keeping things fresh.

Let's Use an Example

- If you say, "Turn to your neighbor and say, 'Great job,'" then you are using a strategy.
- The larger class of action sets (templates) that it "belongs to" might be called "social prompts" or "turn-tos."
- Build out from the template, and you'll have 3 – 10 strategies from every template, not just 1.

Strategies
have "specific use" features *guided by a goal* and are good for a **specific** time, age, background and moment. *"This strategy helps 1st graders learn to boost fluency."*

Templates
are defined by the *"features"* of a *process*. They have "**broad** ranges" of applications. They can be varied to reach objectives for any age or learner background.
"This template builds accountability."

Template vs. Strategy?

✔ A Strategy is ***narrow***
Turn to your neighbor and say, "Great job."

✔ A Template is ***broad***
Example: Teacher-directed social prompts
This template includes *at least* 10+ strategies that will last you for years.

# 3 Boxes

Engagement

Templates

Strategies

What's in a Template?

1. Process-driven (it's a structure for growth)
2. Flexibility (always have a "plan B")
3. Clear directions
4. Participant choice (or the perception of choice)
5. Students engage more than the teacher
6. End point (on "up" emotion)

Template OR Strategy?

✔ A Strategy is limiting. Students get bored with it and the teachers want more.

✔ A Template is **_expansive._** Students stay alert with novelty and teachers have options.
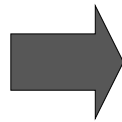
Here's Another Example

- If you ask students to do a GNL walk, that's a strategy.
- The larger class of action sets (templates) that it "belongs to" might be called "POWs" or "Progress on Walks."
- Build out from the template, and you'll have 3 – 10 strategies from every template, not just 1.

Today's Templates

1. POWs

POW- "Progress on Walks" 4-Minute Walk w/ partner

✓Go with someone you don't know well

✓Keep moving—no stops or standing

✓Enjoy—back in 4 min.

Why Go For Walks?

- Many students will talk more while walking than seated
- It gives students a chance to socialize and bond
- Many students get restless from too much sitting
- Memory improves while walking
- Walking releases useful brain chemicals for learning

Schaefer, S., Lovden, M., Wieckhorst, B., & Lindenberger, U. (2010). Cognitive performance is improved while walking: Differences in cognitive-sensorimotor couplings between children and young adults.

G-N-L

G - Grateful for?
(+ attitude)

N - New Learning?
(growth mindset)

L - Looking forward to?
(optimism)

Daily Walks can be used for many purposes. How many can you think of?

GLP Walk
- ✓ Grateful
- ✓ Learned
- ✓ Promise for the day

3 GNL Questions
- ✓ Grateful for?
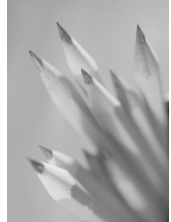- ✓ Newly Learned?
- ✓ Looking forward to?

✓ _____
✓ _____
✓ _____

Brainstorm

_____
_____
_____
_____
_____
_____

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Templates

1. POWs
2. Write this Way

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1. Rewrite a quote in your own words
2. Discuss with team, write and use peer editing
3. Write with format of: "The Important Book"
4. Summarize the content in one paragraph
5. Make content connections

Content Ideas for Instant Engaged Writing

Slide 1

1. Response to a story heard
2. Heroes in the world – who and why
3. Personal story about your past
4. Predictions about content
5. Opinion wanted – then justify it

BONUS: "Daily Gratitude"
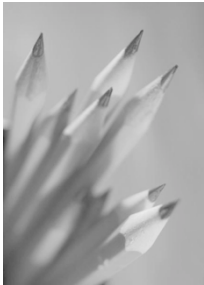
5 MORE Content Ideas for Instant Engaged Writing

Slide 2
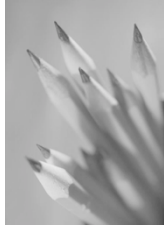
The Important Thing about states is…

_____

1. _____
2. _____
3. _____
4. _____
5. _____

The Important Thing about states is _____

_____

Slide 3

Why Writing?

- Build thinking skills
- Strengthens processing
- Boosts attentional skills
- Supports sequencing skills
- Helps strengthen working memory

Slide 4

Add-On Strategy: *Peer Edit*

Description: Students show their work to others for feedback.

Examples: Students put their work on the wall and allow others to attach Post-its® with comments, as directed by the teacher.

Students pass their actual work around. Or, they might send it digitally for an edit.

Slide 5

Can You Think of Variations?

✓ *Pass Work* students in circle (or coop group) pass work to the right and each make comments, then continue passing work to the right until completely around circle

✓ *Gallery Walk* with half students standing at their work, others walk around room and comment on work they see

✓ *Filling Potholes* leave out unfinished Qs at the desk; students grab pen and walk around the room and fill in any gaps they can

✓ _____ _____

_____

Slide 6

Fast Write Brainstorm

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Templates

1. POWs
2. Write this Way
3. Nudges

The more often you keep students in engaged states, the easier it is to engage them the next time. They simply won't get lethargic.
Here are some simple examples…

Use Frequent "Nudges" *for Accountability*

Constantly "**Nudge**" Students for Engagement and Accountability

- "Write this down, **even if** it's the only thing you write down all day."

- "If your team has not yet collected all the evals, turn to your teammates and say, 'Let's do it!'"

  Notice the nudges…

Constantly Engage Students

- " Look on your neighbor's paper. If the assignment's written correctly, say, "Great job!"

- " Count off by tables starting here. All at this table say, 'This is table #1, where is table #2?' etc…"

  Continually involve, never stop!

Nudges Move Things Along

The whole idea of a nudge is to facilitate learning. It can accelerate the progress of other goals, as well.

For example, when you have a small group or team that has an assignment or project to do, here's an idea. Give the goal, the rules, and the "why" behind it all. Make sure there is good "buy-in" to the process. To jump start it, say to the team the amount of time they have (urgency), then say, "Now, turn to your team leader and say, 'Let's do it!'" That last-minute affirmation is the "nudge."

Best Social Prompt?

1. It's the one that students might have thought of saying, but they can't, didn't or won't.
2. Any social prompt that students think is risky, stupid or a waste or time, won't work.
3. Be quick, make it fun and safe.

Templates

1. POWs
2. Write this Way
3. Nudges
4. Class Jobs

Students Do More Work

✓Students (not you) get handouts, spare paper, tools, surveys, forms, etc.
✓Students make daily announcements, do previews of coming events.
✓Students lead stretching, do energizers, activities, submit test Qs, and do class jokes.

Classroom "Jobs"

- Keep 8-10 class jobs assigned at all times
- Rotate students off job assignments every 3-4 weeks
- Give every job a "real-world" name
- Can you name the class job for each? UPS, News anchor, DJ, Logistics, Personal trainer, Waste management, Executive assistant, Mayor, Environmentalist, Botanist, Quality control expert, Comedian, etc.
- Can you add a few of your own?

You have much, much more capacity to influence your students than you previously thought.

Templates

1. POWs
2. Write this Way
3. Nudges
4. Class jobs
5. Mix 'n Match

Template Name: *Mix 'n Match*

Category: Mass social energizer mixers

Description: Teacher (or students) gives instructions to the group that re-mix the students based on new variable.

Examples: Each corner of the room is for each of 4 seasons. Go to the corner that matches your birthday, your favorite season, etc. Do "All my neighbors with…"   Also, musical chairs.

Secrets to Herding Cats

1. Always be inclusive – never leave anyone out
2. Music helps the movement
3. This activity works best when done quickly
4. Never place a value (or priority or special judgment) on a particular group
5. Use the new grouping for something useful

Group Mixing

• Reduces overuse of "our" territory
• Exchange ideas
• Reduces prejudice ("those" people)
• Groups that don't participate/too noisy can mix with better behaved groups
• Builds sense of community
• Provides better feedback/new learning

How to Establish the "We" or "Group" Mindset *Instantly*

Airborne molecules communicate feelings of aggression, attraction, safety and other emotional states.

Chen and Haviland-Jones (1999) "Rapid Mood Change and Human Odors."

Mixers You Can Use

1. Walk until the music stops
2. Touch 7 tables (11 chairs, etc.)
3. Use birth month number (July=7), walk that many steps X 3
4. Walk until you've circled the room 1 time and music stops
5. Walk until the vocals come up on the music
6. Touch 2 walls, 2 chairs, etc.
7. Walk for so much time…go exactly 22 seconds

Science on the Value of Active "Mixers?"

✓ Blood flow
✓ Chemical changes
✓ Hormones mixed
✓ Spatial maps crossed

"Move and Mix" Activities Disperse and Dilute Chemical Signals

This group might have negative energy

These two are under stress from being watched

This group might have positive energy

Chen and Haviland-Jones (1999) "Rapid Mood Change and Human Odors."

Typical Parameters

1. Takes 5 minutes or less (deadlines)
2. Some freedom/choice to task
3. Locate and touch/interact things or people
4. Can be for people or content
5. Framing is especially helpful
6. Music can play a big role
7. Can work for language arts, staff development, science, math, ELL or any topic

Use Mix 'n Match for…

• Partnered activities such as social skills or behavior practice

• Quick reviews, sharing or role plays for content

• Energizers that require partners, small groups, or an impromptu leader

Examples of How to Choose

1. Who has laughed the most
2. Quick draw—(hands behind back, draw, whomever draws highest # is it)
3. Shortest (or longest) 1st name
4. Tallest
5. Most organized each day
6. Wearing most # of, or most varied colors
7. Has the curliest, waviest hair
8. Who has taken the most detailed notes
9. Messiest desk area
10. Sitting closest to door (window, exit sign, etc.)

Can You Think of Variations?

✓ expert interviews _____

✓ teach to 5-year old_____

✓ jigsaw _____

✓ catch-up & mustard _____

✓ drawing for Qs on 3x5 card _____

✓ pro/con standing debate _____

✓ compare & contrast _____

Active Learning

1. **Creative handshakes (build social skills)**

2. **Poster teaching (content & movement)**

3. **Body writing key words (gestures/body/mind memory)**

MOVING & UP MOVING AROUND KEEPS THE BRAIN & BODY SOUND
www.jensenlearning.com
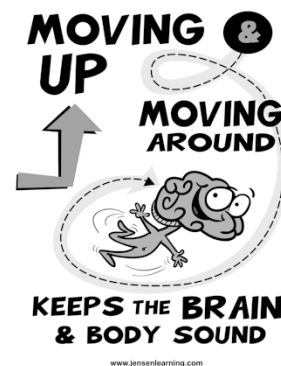
Active Learning

1. **Follow the Leader**
   (content & social)
2. **Cross Laterals**
   (body/mind & content)
3. **Ride my bus/car/train**
   (movement & content)

I **LOOK** FOR
THE GOOD IN
MY STUDENTS
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New Set of 5 Templates

1. Case studies

Template Name:
Case Studies

Category: Problem-solving in social context

Description: Content available to individuals. Time for reading and processing. Group time for discussion and possibly action plans.

Examples: Students do case study on a student who was a significant discipline issue at another school. Questions are raised and values are discussed. Other studies can be text content or local issues.

Widen Case Study Usage

1. Classroom discipline issue
2. Class story all are reading
3. Emotional IQ
4. School rules
5. Science
6. Story of student learning math

Review: Case Study on Directions

A teacher is ready to engage students and she is excited. She says, "In 10 sec., when I say go, please stand up, slide your chairs in, go to your left, touch 3 walls and wait for further directions. Ready, Set, Go!" When the students have touched 3 walls, she says, "Now, when I say, 'Walk', I need you to find a partner and wait for directions. Walk!" The students are now waiting for an activity. Teacher says, "What I want you to do next with your partner is think about something you have learned, and share it with your partner. Ready? Go!"

Better Directions

Avoid "left" and "right." Use room features instead.

"You may have noticed the blazing fire in our classroom. Move towards the red **EXIT** sign and step out the door as quickly as you can." *Use gestures to show it clearly.*

Move Quickly and Explain Less

The slower you go and the more you try to explain or frame it, *the more time you give others to wonder why you are justifying the activity.*

Highly Effective Directions

Directives work best when presented as a good, solid and immediate choice with no hesitancy or doubt.

1. Avoid stating the obvious,
   ("What *I want* you to do is…")
   It can sound a bit too manipulative.

2. Avoid desperation,
   ("What *I need* you to do is…")
   It can sound too controlling or even a bit pathetic.

6 Magic Steps

1. "set-up" or framing
2. time deadline
3. trigger word
4. directions 1 at a time
5. check for readiness
6. give trigger word

Giving Directions that Engage

1. Use a _____ or _____ to set the stage.
"Oooh--I just thought of a great idea!" or, "How many of you would like something totally off the wall as a break from studying?" This step is the "Why?" so that the directions will work. Fortunately, not all directions need a "why."

2. Give a specific _____ when it all begins.
"In just 10 seconds…" (never more than 30).

3. Give consistent t_____w_____
"When I say 'Go!'"…" or "When the music starts"

Directions that Engage (2 of 2)

4. Say the _____ of the _____
One at a time, not all the multiple steps. If your students are already standing, you might say,
"You'll now take 10 giant steps in any direction."

5. Check for their rea_____
Their state is…anticipation, confusion or apathy?
If it's apathy, go back to step #___, if confusion, go to step #___ and rephrase differently.

6. Give the exact same tr_____word
Be consistent with it. " Ready…*Get set…Go!"*

Highly Effective Directions

1. Strong clear directive, "Please s_____ u___!"
2. Strong use of b____ language; both your hands rise upward.
3. Congruent voice intonation and v_____. Rising tone, from moderate to strong.

Avoid Negative Suggestions

"This may seem a bit goofy, but…"

"I know it's crowded, but…"

"Sorry we have to do this, but…"

"I know secondary teachers don't usually like doing energizers, but…"

"I just learned this at a P.E. conference, so I hope it doesn't…"

The Power of Specifics

Students are more likely to comply with requests that are unusually specific or even bizarre (vs "same ol" boring ones)

"Angle your chair 44 degrees to your left..." *(then wait for directions)*

"Touch 14 chairs, a wall and four tables..." *(then wait for directions)*

Case Study on a Student

- Write up a simple scenario of how a student broke the rules on classroom behaviors. Let students discuss.
- Write up a simple paragraph on a moment in history and let students discuss how they would have acted.
- Write a paragraph on a student trying to solve a science or math problem. Let others in the class discuss solutions.

Templates

1. Case studies
2. Active Listening Responses

Template Name:
ALR – Active Listening Responses

Category: Content-driven mind-body activators

Description: Text, song or story is delivered. Students respond verbally or physically to key words. Includes "ripple call" and military calls.

Examples: Tony Chestnut (songs). Stories read with active words like L-R (teacher or student-written stories).

Science Class: Memory Cues

Serotonin - "Ahh-hhh" … arms out
Dopamine - "Yahoo" … celebration
Cortisol - "Uh-Oh" … hand to mouth
Oxytocin - "Trust me" … arms spread
Adrenaline - "Yikes" … hands up
Testosterone - "Grrr-rr" hands in circle
now… a volunteer please

Kate is a 5th grade teacher who has just had her first child so she's high on **oxytocin**. Leaving her newborn with the sitter is stressful and she feels the **cortisol**. On the way to work, she is late and going a bit too fast, and now she sees a flashing red light (the **adrenaline**) in her rear view mirror. The cop pulls her over and **cortisol** jumps again. But, after he explained it was only for an expired license tag, she gets off with a warning. Wow, her **cortisol** drops and **dopamine** jumps up. Once at school, she joins her colleagues at a staff meeting. She likes them all and that raises her **serotonin.** It's time for class and her **dopamine** goes up again. After a long day, she's stressed… it's the **cortisol!** She is looking forward to an **oxytocin**-boost from hugging her son.

Brainstorm

_____
_____
_____
_____
_____
_____

Templates

1. Case studies
2. Active listening Responses
3. Think choose act

Template Name:
TCA: Think-Choose-Act

Category: Cognitive engagers

Description: Students observe options and make decisions

Examples: give a quiz Q on screen (multiple choice, T-F or fill-in), vote w/ hands or feet, do brain illusions, give problems to solve; use L-R brain activators, give "How are you" words, analyze quotes and share meaning.

Reminder: You can turn every piece of content into a "TCA."

- Answer a multiple choice
- Vote on a choice
- Rephrase or summarize
- Fill in a blank
- Work with a neighbor
- Problem solve a list

You give a number, they act on it…

1 2 3 4 5
? ? ? ? ?
6 7 8 9 10
? ? ? ? ?

Dendrites taken from rat PFC show effects.

Distress Affects Every Cell!

How much (time) exposure to distress would you predict it would take for neurons to wither as shown?

a) 2 hrs./day…2 months
b) 30 min./day…7 wks
c) 1 hr./day…10 weeks
d) 10 min./day…5 days

(Brown et al. 2005)

Control   Stressed

---

1 "The **subjective experiences** of human consciousness, our perception of free will, behavior, and social dynamics **can modulate gene expression,** and vise versa."

2 "The regulation of gene expression by social factors makes...all functions of the brain, susceptible to social influences."

3 "These social influences will be biologically incorporated in the altered expressions of specific genes in specific nerve cells of specific regions of the brain."

Kandel, E. (1998). *American Journal of Psychiatry, 155*, 460.

Turn Content into an Engager

Separate and isolate your content with:

1. Numbering (students can count off or do odd/even)
2. Color coding (alternate red/blue or ???)
3. Groups that are boxed, framed, circled or clustered on the screen
4. Alphabetical lists
5. Leave blanks for fill-in

Strategy: *3-X-3*

Description: A grid of nine squares (3 x 3) is used as template. Students respond to what's asked for and put it in the boxes.

Example: Teacher uses it for pre-test or mid-unit assessment with Qs to gather info about other students. Or, use for processing in-depth a concept or unit. Use to create 9 (not 6 hats), of understanding.
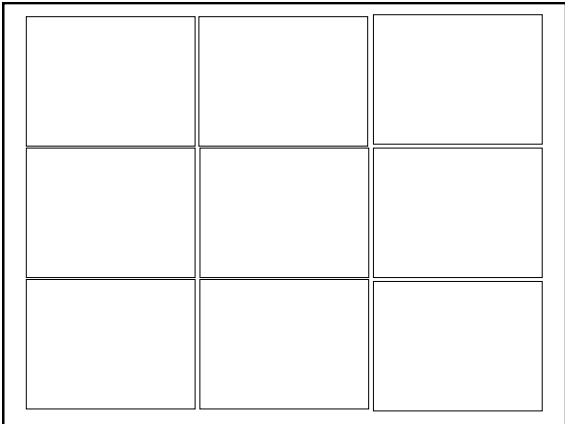
Brainstorm

"TCA" Think choose act Ideas

_____

_____

_____

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Templates

1. Case studies
2. Active listening Responses
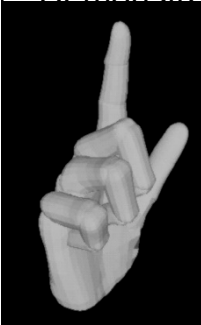3. Think Choose Act
4. Arts in action

Template Name:
AIA: Arts in Action

Category: Use of arts to activate learning

Description: Students may use visual, kinesthetic or musical arts to show, highlight or satirize a concept. Do short commercial to "sell us" on the idea. Demo X and Y axis or angles.

Examples: Acting out, using body to demo (neurons) or the whole world on your body

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The Power of the Body to Demonstrate Content/Process
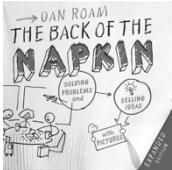
Make an assumption they really didn't get the content or the meaning right. Give students a chance to get in their body, kinesthetically.

✓ Science
✓ Math
✓ Language Arts

Instead of Think-Pair-Share, Use Think-Pair-Draw 'n Share

- When students have to illustrate their conversation, *they think harder, more clearly and have to discover the essence of their point.*

Roam, D. (2009)

- Simple stick-figure drawings force the brain to focus on the *most essential features* of the conversation. Students are far more engaged and usually have more fun, too.
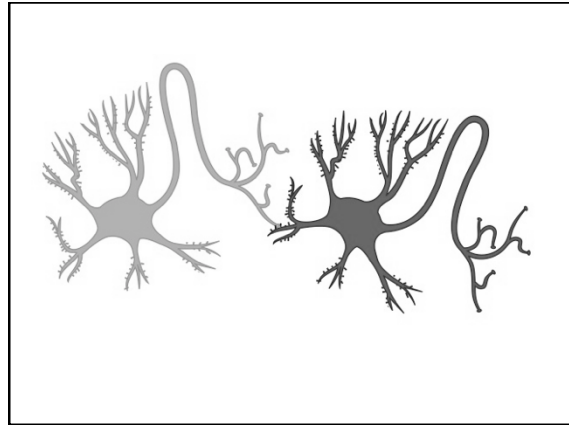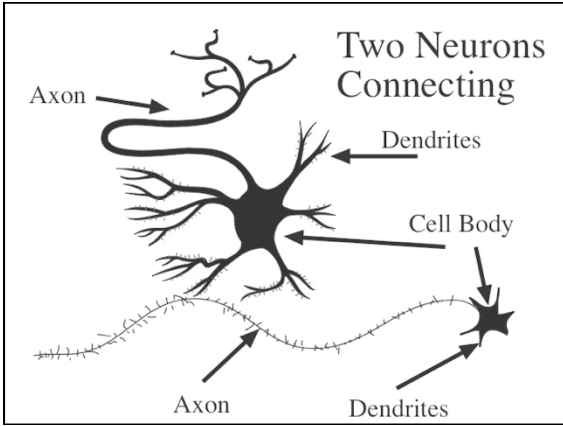

Why Use Gesturing for Learning?

Gesturing typically forces your brain to choose: 1) directionality, shapes, 2) relevancy, 3) sequencing, and 4) interactions. We may construct new concepts for our knowledge or make an abstraction more concrete. It's a thinking tool.

Goldin-Meadow, S., Cook, SW, and Mitchell, ZA (2009)

Two Neurons Connecting

Kinesthetic Math Works 3X Better: Use Gestures!

(Cook, SW et al., 2007)

Kids asked to physically gesture their math problems are nearly *three times* more likely than non-gesturers to remember what they've learned. In the study, *90% of students* who had learned algebraic concepts using gestures remembered them 3 weeks later vs. 33% of speech-only students. And 90% of students who had learned by gesture alone *with NO speech* at all recalled what they'd been taught.

Visual Arts: *Graphic Organizers*

Provide skeleton or final samples. Students build variety over time to discover favorite.

Examples: Students begin each day with "skeleton mind map" of the day's content. They fill it in as the class progresses. Use for pre, post, group work and active learning.
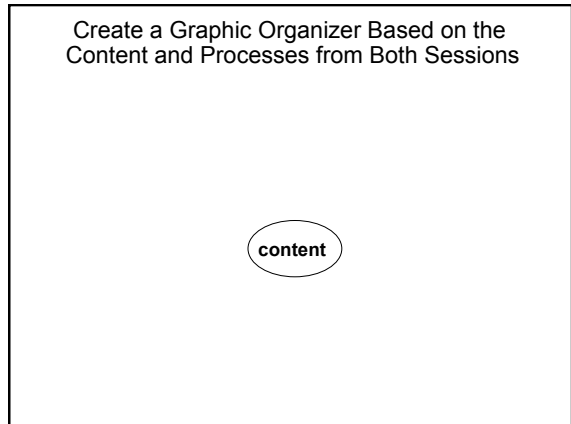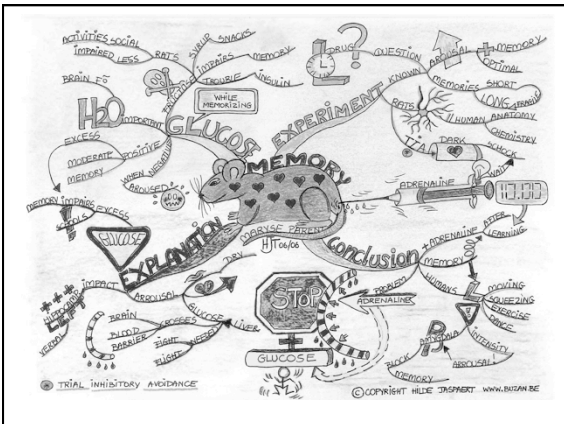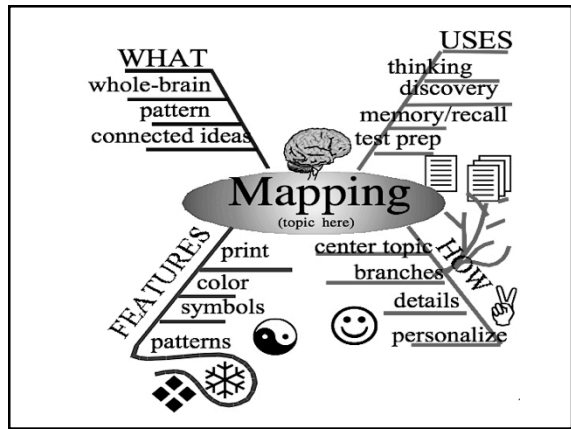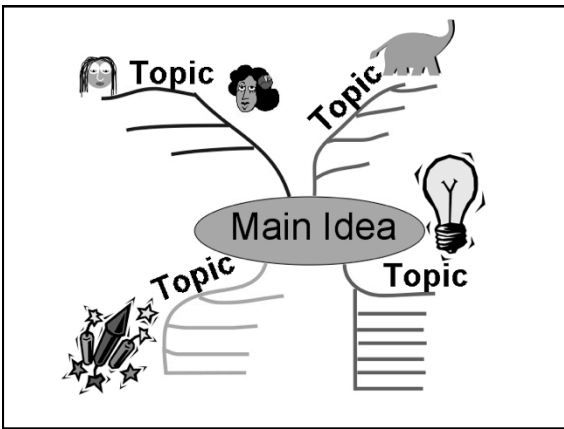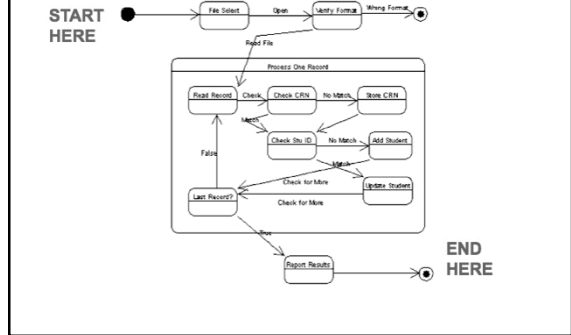
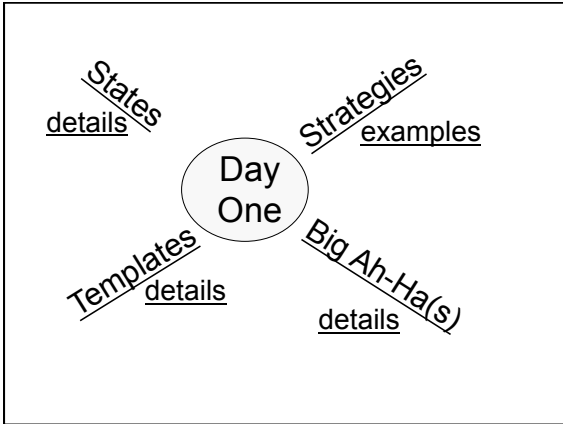CONCEPT:

1) gather relevant data

2) organize into something meaningful
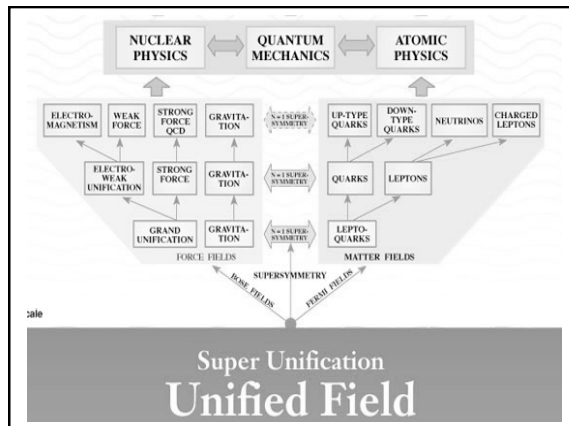
Initial Idea Map
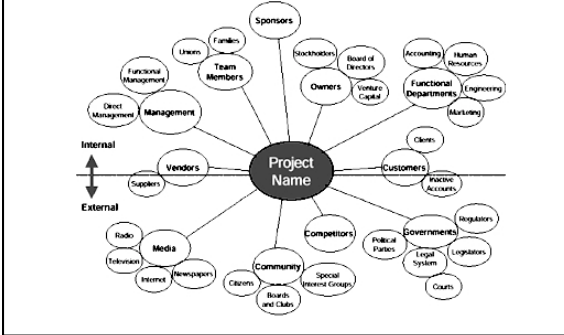
Decision Tree

Create a Graphic Organizer Based on the Content and Processes from Both Sessions

content

States details   **Strategies** examples

Day One

Templates details   **Big Ah-Ha(s)** details

MM Variations

_____
_____
_____
_____
_____
_____
_____
_____
_____

What Do We Have So Far?

- 21 Strategies from last week
- One BIG, HUGE idea (states)
- 10 Templates from today
- Each template is worth at least 5-10 strategies (that's 50+ more strategies)
- An attitude of "I can do it!"

My Personal Reminders
Things to do and not to do

What are your "keepers"?

_____
_____
_____
_____
_____
_____
_____
_____

Engagement is at the very core of teaching. If you're not engaging students, they're not likely learning. It's time to step up.

Templates

1. POWs
2. Write this Way
3. Nudges
4. Class jobs
5. Mix 'n Match

Templates

1. Case studies
2. Active listening responses
3. Think choose act
4. Arts in action
5. Scavenger hunt

Planning Time

Select and List 2 – 3 Templates You Like

_____

_____

_____

_____

_____

Free Brain-Based Monthly Newsletter

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Let's Remember…

You have much, much more capacity to influence your students than you previously thought. You now have *"Tools for Engagement!"*